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MontCAS
(Montana Comprehensive Assessment System)
English Language Proficiency
Assessment

Training
for the
Fall 2006 Administration

To advance slides, please click Enter.

MontCAS
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English Language
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Welcome. This presentation is designed for the orientation of Test Coordinators and Examiners of Montana's annual English Language Proficiency Assessment: the MontCAS ELP.

The MontCAS ELP is one component of the Montana Comprehensive Assessment System.

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Outline

- I. Overview: What, Who, Why, and When**
- II. Test Coordinators' and Examiners' Roles & Responsibilities**
- III. Structure and Format of the Assessment**
- IV. Test Administration Procedures**

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Here is what the presentation will be covering:

We will start with an Overview: the What, Who, Why, and When of the assessment. Then, we will look in detail at the Test Coordinators' and Examiners' Roles and Responsibilities from the arrival and distribution of test materials, through the assessment itself, and the return of materials to TASA.

After that, we will cover the Structure and Format of the Assessment, and finally, we will go over general and specific Test Administration Procedures.

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I. What, Who, Why, When: MontCAS ELP

- ◆ Statewide test of all identified LEP students
- ◆ Mandated by the No Child Left Behind Act
- ◆ Testing window: November 28 - December 19, 2006 (should a system wish to begin testing when materials arrive, please contact Judy Snow)

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The MontCAS ELP measures proficiency in speaking, listening, reading, writing, and comprehension.

It is a statewide test that is to be given to all identified Limited English Proficient students in Montana public schools.

This annual statewide testing is mandated by the No Child Left Behind Act of 2001.

The test window this fall will be November 28th through December 19th.

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Who is an LEP student?

1. Not born in U.S., native language other than English; OR
2. Comes from an environment where English is not the dominant language; OR
3. American Indian or Alaskan Native who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

In addition, the student must have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

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Who is an LEP student?

Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

- 1) An individual who was not born in the United States, or whose native language is a language other than English;
- 2) An individual who comes from an environment where a language other than English is dominant;
- 3) An individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

In addition, the student must have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

If examiners have any questions about which students should be tested, they should contact you.

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MontCAS ELP 2006 Calendar

Key Dates

October 1-20	Register students for the Form 1 (Beginner Level) Test
November 3	Training materials shipped out to systems
November 13	Assessment materials shipped out to systems
November 28 – December 19	Assessment window (should a system wish to begin testing when materials arrive, please contact Judy Snow)
December 20 – January 10	Window for all materials to be received by TASA. (All materials must be <u>received</u> at TASA no later than January 10 th)

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Key dates on the ELP 2006 calendar are:

October 1st through the 20th was the window for registering any students for the Form 1 (Beginner Level) Test with TASA.

Training Materials were shipped out to systems on November 3rd.

Assessment materials will be shipped out to systems on November 13th.

The assessment window is November 28th through December 19th.

December 20th through January 10th is the window for all test materials and completed answer documents to be received by TASA Scoring Services. All materials must be received at TASA no later than January 10th.

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II. Roles and Responsibilities

- ◆ System Test Coordinator
- ◆ School Test Coordinator
- ◆ Examiner

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Now we will look at the roles and responsibilities of the three key players in this assessment:

- the System Test Coordinator
- the School Test Coordinator
- and the Examiner

We will look at each of your responsibilities from test material distribution through test administration to materials return.

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System Test Coordinator

Before testing:

- Receive and distribute training materials.
- Receive, inventory, and distribute assessment materials.
- Order additional materials, if needed, using the *Additional Materials Worksheet* downloaded from the OPI website.
- Communicate the importance of test security using TASA directions and *OPI Guidelines and Procedures for Test Security*. <http://www.opi.mt.gov/PDF/Assessment/OPIGuideProcTS.pdf>
- Inform School Coordinators about testing window and deadline.

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Let's start with the responsibilities of the System Test Coordinator.

Before testing:

You will be responsible for receiving and distributing the MontCAS ELP training materials.

- Training materials were shipped out on November 3rd and will arrive at your system in approximately 5 business days.

You will be responsible for receiving and distributing the MontCAS ELP assessment materials to School Coordinators.

- Test materials will be shipped out to the System Test Coordinator from TASA by November 13th. They will be packaged by school, and it will be your responsibility to distribute the packets to each School Coordinator. Keep the box or boxes in which these materials were shipped as they will be needed for returning materials to TASA.

You will receive and keep secure the materials in the System Test Coordinator packet.

- This packet contains a copy of the packing slip, the pre-printed System ID Sheet, the UPS return label or labels, and in most cases some test material overage. The extra materials are for distribution to any school that needs additional forms, answer documents, etc.

You will communicate the importance of test security.

- Make sure all School Coordinators understand the need to keep these test materials secure before, between, and after testing sessions. They should be aware that there are actual test questions in the Examiner Manuals, so these manuals must also be kept in a secure location. They should be aware that all materials are security coded and must be accounted for at the end of testing.

You will inform School Coordinators that the testing window is November 28th through December 19th 2006. Let them know that the completed answer documents along with all other used and unused test materials must be returned to you by December 20th.

System Test Coordinator

During testing:

- Be available to answer School Test Coordinator or Examiner questions.
- Distribute additional materials to schools if needed.

During Testing, you should be available to answer any questions from School Test Coordinators or examiners, or, if you do not know the answer, to find out. For questions concerning who should be tested, you can contact Lynn Hinch, at OPI. For questions relating to test administration, you should first check the Introduction to the Examiner Manual. If the answer is not found there, then email the MontCAS ELP Coordinator.

You are also responsible for distributing additional materials to schools, if needed. If schools need additional test materials, they will contact you. If you do not have enough, you should contact Judy Snow.

The contact information for everyone just mentioned is found on the Contact Information page of the *MontCAS English Language Proficiency Assessment 2006 Test Coordinator's Guide* as well as at the end of this presentation.

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System Test Coordinator

After testing:

- Receive answer documents & all other test materials from each school in your system.
- Fill out the System ID Sheet.
- Pack and ship test materials by January 3rd.

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After testing, you will:

Receive answer documents and all other test materials back from each school.

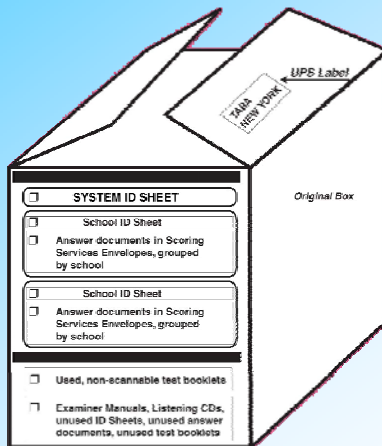
Make sure a completed School ID Sheet is on top of the stack of Scoring Envelopes from each school. This School ID Sheet lists each Scoring Envelope from the school and the number of answer documents each contains.

Fill out the System ID Sheet.

On the back of the System ID Sheet, you will create a master list of each school and the number of completed answer documents returned from that school.

Pack and ship the answer documents, plus all used and unused test materials, back by January 3rd so that TASA Scoring Services receives them no later than January 10th.

Packing and Shipping



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Packing and Shipping Instructions

- Use the box(es) in which the test materials were originally shipped, if possible. If more than one box is used, number the boxes 1 of X, 2 of X, etc.
- Place all Examiner Manuals, all Listening CDs, all unused ID Sheets, all unused answer documents, and all unused test booklets in the bottom of the box.
- Next, place the used non-scannable test booklets on top of the unused materials.
- Put the stacks of Scoring Services Envelopes (containing completed answer documents or scannable booklets, and an Examiner ID sheet) on top of the other test materials. Note: Make sure that the yellow School ID Sheet is placed on the top of each school stack. If you are using more than one box, put the Scoring Services Envelopes all together in Box #1.
- Place the System ID Sheet on top of the Scoring Services Envelopes.
- If filler is needed, use scrunched up paper, not Styrofoam. This is important as Styrofoam can make the answer documents unscannable.
- Please do not use staples, rubber bands, or paper clips to organize or pack the answer documents.
- Use the UPS return label(s) provided by TASA to return your materials.

System Test Coordinator

Key to a smooth operation:

- Read the *MontCAS English Language Proficiency Assessment 2006 Test Coordinator's Guide*, then use it as a reference tool when needed.
- Use the System Test Coordinator's Checklist.

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The *MontCAS English Language Proficiency Assessment 2006 Test Coordinator's Guide* is your key to a smooth operation. Read it through at least once, then use it as a reference tool when needed.

In the *Test Coordinator's Guide* you will find the System Test Coordinator's Checklist. Please use it, and encourage the School Test Coordinators to use their checklists as well.

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School Test Coordinator

Before testing:

- Receive assessment materials.
- Check quantities.
- Distribute materials to examiners.
- Implement procedures to maintain test security.
- Plan training for examiners.
- Schedule testing sessions.

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Now we will look at the responsibilities of and direct our comments to the School Test Coordinator.

You should receive the assessment materials from the System Test Coordinator about a week before the testing window.

You are responsible for checking the packaged materials against the packing slip and using the Distribution Tables in the Test Coordinator's Guide to make sure that you have sufficient materials to test all identified LEP students. If additional materials are needed, you should contact the System Test Coordinator immediately.

You will be responsible for distributing materials to examiners. The Distribution Tables will also be useful for this task. Make sure the examiners get their examiner manuals in plenty of time to study them before the actual assessment.

You will be responsible for implementing procedures to maintain test security. You should make sure that all examiners understand the need to keep all test materials secure before, between, and after testing sessions. You should be aware that there are actual test questions in the Examiner Manuals, so these manuals must also be kept in a secure location.

You should plan training for examiners. All examiners should be instructed to watch the Examiner Training portion of this presentation either individually or as a group. There is a section in the Test Coordinator's Guide about training examiners.

You will be responsible for scheduling testing sessions. See the Estimated Administration Times chart in the Test Coordinator's Guide. This chart gives the information needed to know before scheduling testing sessions. It tells which parts of the test are individually administered, which sessions can be combined, and how long they will probably take.

School Test Coordinator

After testing:

- Collect answer documents & all other test materials from examiners.
- Complete the School ID Sheet.
- Return all materials to the System Test Coordinator by December 19th.

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After testing...

You are responsible for collecting answer documents and all other test materials from the examiners.

You should check that each examiner has completed an Examiner ID sheet for each grade-span group they tested. In other words, an examiner who was responsible for testing LEP students in grades K through 5, would hand in 3 Examiner ID sheets and scoring envelopes: one for the K answer documents, one for the grade 1-2 answer documents, and one for the grade 3-5 answer documents. Each Examiner ID sheet should be in the front of the Scoring Services Envelope and should show through the window.

You should complete the yellow School ID Sheet. This summarizes the number of answer documents being returned. There are directions on the sheet.

You should return the answer documents, packed in Scoring Envelopes, along with all other test materials, used and unused, to the System Test Coordinator by December 19th.

School Test Coordinator

Key to a smooth operation:

- Use the School Test Coordinator's Checklist found in the *MontCAS English Language Proficiency Assessment 2006 Test Coordinator's Guide*.

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Here we give the same advice as to the System Test Coordinator. The key to a smooth operation at the school level is for the School Test Coordinator to use the School Test Coordinator's Checklist in the *MontCAS ELP Test Coordinator's Guide*.

Each school will receive a printed copy of the *Test Coordinator's Guide*. Additional copies can also be downloaded online. Please contact the MontCAS ELP Coordinator for additional details.

We understand that some school systems have a small LEP population and that the System Test Coordinator and the School Test Coordinator may be the same person. In that case, you will need to use both checklists.

Examiner

Before testing:

- Prepare.
- Check the materials.
- Complete first part of student demographic information.

Now let's look at the Examiner's role.

Before testing, it is the examiner's responsibility to prepare himself or herself. The best way to do this is to watch the Examiner Training Presentation and to read the Examiner Manuals for all the grade-spans he or she will be testing.

After receiving the test materials from the School Test Coordinator, the examiner should check to make sure there are sufficient materials for testing all students. The materials needed for each test are listed in the Examiner Manual.

Finally, it is the examiner's responsibility to complete the students' demographic information on the answer documents. Some of this information is completed before testing, and some after testing. See the instructions in the introduction to the Examiner Manual.

Examiner

During testing:

- Follow the script in the Examiner Manual.
- Monitor students.

During testing, the examiner follows the script in the Examiner Manual and does not deviate from this script. Uniform test administration is essential to ensure high quality, reliable test data and to make the test fair for all students.

During test administration, the examiner should monitor students to make sure they are marking their answers on the answer document and not in the test booklet, and that they are filling in the scannable bubbles completely.

Examiner

After testing:

- Schedule make-up sessions for any absentees.
- Check answer documents for completeness & proper bubbling.
- Complete one Examiner ID Sheet per grade-group & place in Scoring Envelope with answer documents.
- Return all materials to the School Test Coordinator.

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After testing:

The examiner should schedule make-up sessions for any absentees who missed all or part of the test. It is important that all students take all four parts of the test. The make-up session **MUST** remain within the testing window of November 28th through December 19th.

The examiner should check answer documents for completeness and proper bubbling.

The examiner should complete one Examiner ID Sheet per grade-span tested. In other words, if a particular examiner tested students in grades K through 5, he or she would complete 3 Examiner ID Sheets: one for grade K, one for grades 1-2, and one for grades 3-5. On the Examiner ID Sheet, the examiner is responsible for bubbling in the Examiner Name, the Grade Span, The System and School Code, and the number of completed answer documents being submitted for this grade span.

The examiner should place the answer documents for a single grade-span group along with the Examiner ID Sheet in a Scoring Envelope. Since the answer documents for grade-span 1-2 are scannable test booklets (and thus fairly thick), two or more Scoring Envelopes may be needed for that group. The examiner should use as many as needed, label them 1 of X, 2 of X, etc., and put the Examiner ID Sheet in envelope #1.

Finally, the examiner should return the Scoring Envelopes plus all used and unused test materials to the School Test Coordinator.

Examiner

Key to a smooth assessment process:

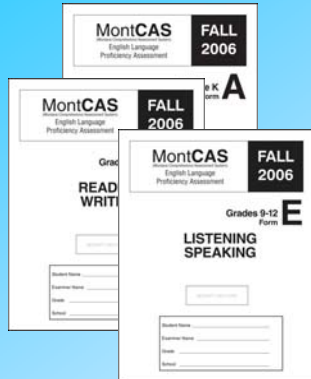
- Use the Examiner's Checklist found in each *Examiner Manual*.

The examiner should be sure to use the Examiner's Checklist found in each Examiner Manual. It is at the end of the General Directions section, and it may be photocopied.

III. Structure and Format of the Assessment

Now we'll look at the structure and format of the assessment.

Test Levels & Test Forms



Grade-Span	Forms
K	A
1-2	B
3-5	C
6-8	D
9-12	E

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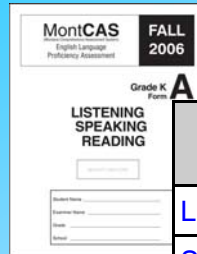
The MontCAS ELP has forms for 5 different grade-spans.

The A forms are for Kindergarten, the B forms are for first- and 2nd-graders, the C forms are for grades 3-5, the D forms are for grades 6-8, and the E forms are for grades 9-12.

No off-level testing is allowed. A student must take the form that corresponds to his or her current grade level.

You *may* test students from the same grade-span together. For example, students in grades 3-5 may be tested together if the group is not too large to monitor during testing. Students from different grade-spans *cannot* be tested together because the examiner's script is different.

Subtests for Grade K (Form A)



Subtest	Administered	Proficiency Levels
Listening	Individually	-
Speaking	Individually	-
Reading	Individually	-
Writing	-	-

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The ELP is divided into 4 subtests: Listening, Speaking, Reading, and Writing.

At the kindergarten level, there are only three subtests--Listening, Speaking, and Reading--and all three are individually administered. The Writing section is a checklist only, based on classroom observation. It is not administered.

At the kindergarten level, there are no separate Beginner level forms. All students take the same test.

Subtests for Grades 1-12 (Forms B, C, D, & E)

Subtest	Administered	Proficiency Levels
Listening	Group	-
Speaking	Individually	-
Reading	Group	1 & 2
Writing	Group	1 & 2

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For grades 1 and up, all 4 subtests are administered to all students.

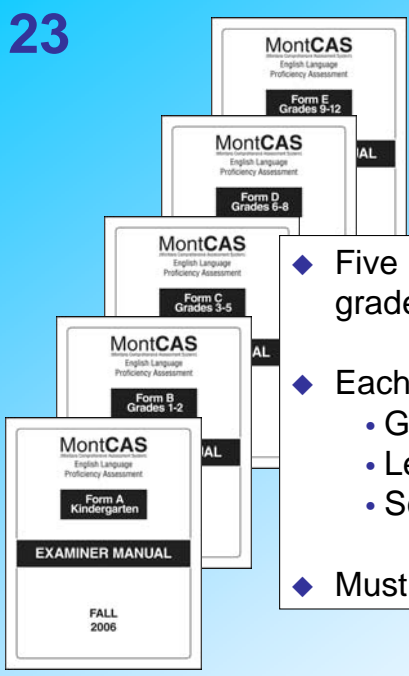
The Speaking Test is individually administered; the other three are group administered.

The Reading and Writing tests for any given grade-span come in 2 versions. Form 1 is for students with beginning or novice skills in English. Form 2 is for all other LEP students.

For example, if you have high school students who are recent immigrants and have Beginner skills in English, they would take the Reading/Writing Form E1. All other high school LEP students will take Form E2. If in doubt about any student, administer the Level 2 form. Students requiring a Level 1 test had to be pre-registered in October.

The Listening test is the lengthiest part of the assessment and therefore is administered in a session by itself. The Reading and Writing tests may be administered together in a single session, if the examiner chooses.

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Examiner Manuals

- ◆ Five Examiner Manuals: one for each grade-span level
- ◆ Each contains:
 - General instructions
 - Level-specific instructions
 - Script for each subtest (L, S, R, W)
- ◆ Must be kept secure

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There are 5 different Examiner Manuals, one for each grade-span level. That is, there is a Form A Examiner Manual, a Form B Examiner Manual, etc.

Each manual contains general instructions such as Preparing for the Test, Directions for Completing Student Demographic Data on Answer Documents, Rules regarding Prompting, Guidelines for Test Accommodations, and Post-Test Instructions.

Each manual also contains level-specific instructions such as the materials needed for testing students at this level, and the estimated time to administer each subtest.

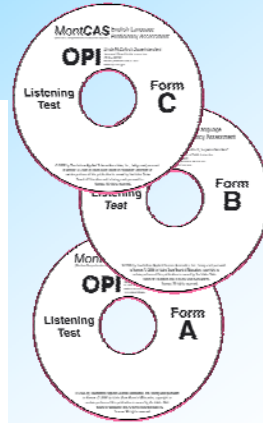
The manuals also contain the script for administering each subtest at this grade-span level, and scoring guides for rating oral responses.

Note that these manuals must be kept secure since they contain actual test questions.



Listening CDs

- ◆ All Listening Tests are administered with a form-specific Listening CD
- ◆ Examiner will need a CD player or a computer with sound card and speakers
- ◆ Test CD & sound quality of player
- ◆ Examiner pauses CD when tone sounds, to give students time to respond



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All Listening Tests are administered with a form-specific Listening CD. That is, there is a Form A CD for kindergarten, a Form B CD for testing grades 1-2, etc.

Examiners will need a CD player or a computer with sound card, speakers, and a CD-ROM drive. Examiners should be sure to test the CD itself as well as the sound quality of the player before the actual test session.

During the test, the Examiner pauses the CD when a tone sounds. This gives students time to mark their response in their answer booklet.

IV. Test Administration:

A. General Procedures

Test Administration

First we will go over the general procedures that apply to all grade-span levels of the test. Then we will look at each grade-span test individually.

Test Site



- ◆ Individual Testing
 - Quiet one-to-one environment
 - Seating
- ◆ Group Testing
 - Quiet room
 - Do Not Disturb sign on door
 - Desks must be cleared

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For individual testing, the setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear the test items or see the test materials. The examiner should sit close enough to the student to point to questions and illustrations in the student test booklet during test administration.

For group testing, the room should be quiet. Hang a “Testing: Do Not Disturb” sign on the door. Student desks must be cleared of all materials other than pencils and test materials.

Test Security

- ◆ Responsibility
- ◆ All test materials must be accounted for
- ◆ No pages may be duplicated (except Examiner Checklist)

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It is the responsibility of both the School Test Coordinator and the Examiner to keep all test materials in their possession secure, before, during, and after testing. This includes not just the student test booklets, but also the Examiner Manuals and the Listening CDs.

The test materials are all security coded. They were scanned before shipping to the system and will be scanned upon return. All pieces must be accounted for. With the exception of the page containing the Examiner Checklist, no pages of the manuals or test booklets may be photocopied or duplicated by any means.

Prompting

- ◆ In general, prompting is not allowed.
- ◆ Exceptions:
 - To clarify a student's response
 - If student responded in another language
- ◆ Examiner may repeat a question if:
 - There was a distraction or interruption
 - Student did not yet begin to respond and asks for question to be repeated

Prompting includes such things as

- elaborating on questions,
- clarifying information provided in test questions or in passages,
- pointing out specific information in questions or graphics,
- suggesting strategies that a student might use to arrive at a correct response.

In general, prompting is not allowed because it would give an unfair advantage to some students.

Exceptions:

- To clarify a student's response, the examiner may say: *I don't understand what you said, or Can you tell me more?*
- If the student answered in another language, the examiner may say: *Can you say that in English?*

The examiner may repeat a question once if:

- There was a distraction or interruption in the room.
- The student asks for the question to be repeated--but only if the student has not yet begun a response.

The issue of prompting--and what is and is not allowed--is covered thoroughly in the Examiner Manual. It should be read by all examiners.

Translating Directions

- ◆ Initial directions to group may be translated into students' native language(s) if necessary.
- ◆ No item directions or item content may be translated. The script must be read in English exactly as printed in the Examiner Manual.

The only parts of the test that may be translated are the initial directions to the group: that is, the directions about checking to make sure they each have the correct booklet, finding the right page in the booklet or answer document, and instructions as to how to fill in bubbles correctly. This should only be done if some students are unable to understand these directions in English.

Once the test actually begins, the script must be read in English exactly as printed in the Examiner Manual. No item directions or item content may be translated or otherwise explained.



Timing

- ◆ The MontCAS ELP is an untimed test.
- ◆ During individual testing, examiners should allow approximately 15 seconds of wait time for a student to begin a response.
- ◆ During group testing, examiners should use their best judgment in allowing sufficient time for students to finish multiple-choice and extended responses.

The MontCAS ELP is an untimed test.

During individual testing, the examiner should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a child has not responded after 15 seconds, the examiner should move on to the next item or task and score the item as “no response” (the BL bubble).

During group testing, examiners should use their best judgment in allowing sufficient time for students to finish multiple-choice and extended responses.

Special Accommodations

- ◆ Any student who is given accommodations must have an IEP or 504 on file.
- ◆ Mark the appropriate Standard Accommodations/Non-Standard Accommodations bubble (box 9) on the answer document.
- ◆ Braille and Large-Print versions of the test are available.

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Accommodations should *only* be used when absolutely necessary.

Any student who is given special accommodations *must* have an IEP or 504 Plan on file with specific accommodations indicated.

If a student is tested with accommodations, the appropriate bubble (box 9) on the answer sheet must be marked.

Braille and large-print versions of the test are available, but must be ordered ahead of time. The deadline for ordering these versions for Fall 2006 testing was October 1st.

Detailed instructions on Standard and Nonstandard Accommodations are provided in each Examiner Manual, and should be read by all examiners as part of their pre-assessment preparation.

Non-allowable Accommodations

- ◆ Test administration in a language other than English
- ◆ Translation of the assessment into another language
- ◆ Translation of the assessment into sign language
- ◆ Use of dictionaries or other reference aids
- ◆ Accepting non-English responses

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The following accommodations are NOT allowed:

- ⊗ Test administration in a language other than English.
- ⊗ Translation of the assessment into another language.
- ⊗ Translation of the assessment into sign language.
- ⊗ Use of dictionaries or other reference aids. This includes both monolingual and bilingual dictionaries.
- ⊗ Accepting responses in a language other than English.

(If students respond in their native language, the examiner may ask them if they can “say that in English”. If they can’t, the response counts as 0.)

The use of any of these accommodations will invalidate test scores.

Scoring Guides

- ◆ Oral responses are scored by examiners at the time of testing
- ◆ Responses are rated using the Scoring Guides in the Examiner Manual
- ◆ Mark the Blank (BL) bubble if the student fails to respond
- ◆ Examiner must study the Scoring Guides before giving the test for the first time

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All oral responses throughout the MontCAS ELP are scored by examiners at the time of testing. Responses are rated using the Scoring Guides in the Examiner Manual. There is a separate Scoring Guide for each item. The Scoring Guide will provide examples of appropriate responses and also of responses that should receive partial credit.

If the student fails to respond at all, the Blank or BL bubble on the answer document should be marked.

As part of their pre-assessment preparation, examiners must study the Scoring Guides to become familiar with the rubrics.

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Completing Student Demographic Information

The image shows a sample of the MontCAS Student Answer Document for Grade K, Form A, Fall 2006. The form is titled 'MontCAS English Language Proficiency Assessment GRADE K FORM A Fall 2006 Student Answer Document'. It includes sections for Student Name, Date of Birth, State ID Number, Date Placed in LEP, Grade, Gender, Test Form, and Accommodations. There is a large grid for test answers and a section for Examiner Use.

- ◆ No pre-ID student labels are available for 2006.
- ◆ Complete student demographic data on each answer document by hand.

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Due to time constraints, no pre-ID student barcode labels are available for 2006. It is the examiner's responsibility to complete, or have an aide complete, the student's demographic data on the answer document.

The information includes the student's name, ethnicity, date of birth, state ID number, date placed in LEP, grade, gender, test form, and accommodations if any.

Be sure to bubble in all information carefully so that the information is scannable. Bubbles must be filled in completely using a black number 2 pencil.

Be sure to use the new state ID number. Do NOT use any local student ID number.

Directions for filling out the student data are included in the beginning of each Examiner Manual.

Testing Absentees

- ◆ All LEP students should be administered all sections of the test.
- ◆ If a student is absent for a particular testing session, schedule a make-up test for that student within the testing window.

With the exception of students with certain disabilities, all participating LEP students should be administered all sections of the test.

If a student is absent for a particular testing session, a make-up test should be scheduled for that student as soon as possible, within the testing window.

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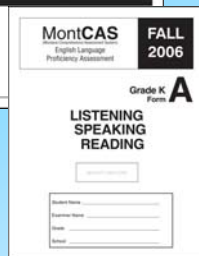
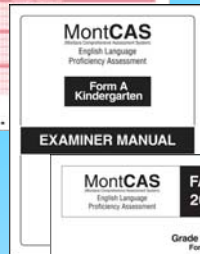
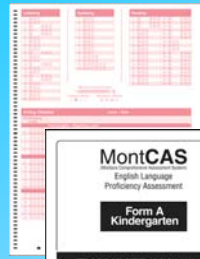
B. Testing Kindergarten

MontCAS
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Now we will go on to look at each grade-span test individually, and how it is administered.

We will start with...Testing Kindergarten

Kindergarten Test Materials



- Form: A
- Pink answer sheet

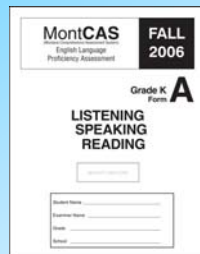
MontCAS
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English Language
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All kindergarten materials are identified as Form A.

Kindergarten Test Materials

For each student, you will need:

- ◆ 1 Listening/Speaking/Reading Form A test booklet
- ◆ 1 Form A answer sheet



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For each kindergartener being tested, you will need: 1 Listening/Speaking/Reading Form A Test Booklet and 1 Form A answer sheet.

There are no separate Beginner Level forms for kindergarten. All kindergarteners take the same test.

Kindergarten Test Administration

The image shows a sample of a MontCAS test form. It features a grid of questions on the left side, with columns for 'Listening', 'Speaking', and 'Reading'. Below the grid is a large section for writing responses, with a header that reads 'Writing Checklist' and a table for recording responses. The form is designed for the examiner to mark the student's performance on each question.

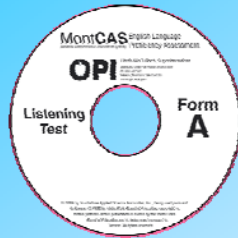
- ◆ 3 tests: Listening, Speaking, Reading
- ◆ Writing checklist
- ◆ All tests are individually administered
- ◆ All responses are recorded by examiner on the Form A answer sheet

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Kindergarteners take 3 tests: Listening, Speaking, and Reading. There is a Writing Checklist, which the student's regular teacher fills out based on classroom observation.

All tests at the Kindergarten level are individually administered. All responses are recorded or scored by the examiner and marked on the answer sheet by the examiner.

Form A: Listening Test



- ◆ Time per student: about 40 minutes.
- ◆ Administered using Form A Listening CD
- ◆ Includes demo & practice items
- ◆ Test booklet is in front of student
- ◆ Examiner
 - Follows directions in Examiner Manual
 - Continually starts & stops CD player
 - Marks responses or scores on answer sheet

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The Form A Listening test takes about 40 minutes per student. It is administered one-on-one using the Form A Listening CD.

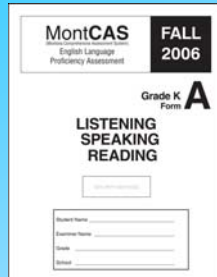
The examiner pauses the CD after each item is read to give the student time to respond. The examiner listens to, scores, and records the score for each response.

There are demo and practice items, in which the examiner actively participates. For the demo items, the examiner demonstrates how to respond (following the instructions in the Examiner Manual). For the practice items, the student responds, but if the student gets the answer wrong, the examiner explains to the student what the right answer is.

The Kindergarten Listening Test assesses such things as the student's ability to:

- hear the beginning sound in a word
- understand simple classroom directions
- follow two-step directions in order,
- understand common idiomatic expressions,
- understand simple narrative, and
- understand a simple content-area lecture.

Form A: Speaking Test



- ◆ Time per student: about 15 minutes.
- ◆ Administered using the script in the Form A Examiner Manual
- ◆ Test booklet is in front of student
- ◆ Examiner marks scores on answer sheet

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The Kindergarten Speaking Test takes about 15 minutes per student.

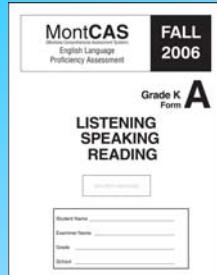
The Examiner reads the script in the Form A Examiner Manual, scores the student's responses based on the Scoring Guides, and marks the scores on the answer sheet.

The student has the Form A test booklet, open to the Speaking section, in front of him or her. The examiner points to the picture prompts in the booklet and tells the student when to turn the page.

The Kindergarten Speaking Test assesses the student's ability to:

- repeat a short sentence,
- answer a simple question about a story,
- name common objects,
- tell what someone in a picture is doing, and
- relate a personal event.

Form A: Reading Test



- ◆ Time per student: about 15 minutes.
- ◆ May be combined with Speaking Test in a single session
- ◆ Student responds to multiple-choice questions by circling answer in test booklet
- ◆ Test is stopped when student gets 3 in a row wrong.

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The Kindergarten Reading Test takes about 15 minutes per student. Because the Speaking and Reading tests are both relatively short, the examiner may choose to administer these together in a single session with an individual student.

Some of the questions are open-ended and some are multiple-choice. Students respond to multiple-choice questions by circling the answer in their test booklet. The Examiner *records* the student's responses to multiple-choice questions, but *scores* the open-ended questions.

In contrast to the other subtests, the Kindergarten Reading Test is halted if and when the student reaches frustration level, which is defined as the point at which the student has missed three consecutive questions.

The Kindergarten Reading Test assesses pre-literacy skills and knowledge such as the student's ability to:

- distinguish between letters and non-letters,
- divide a word into syllables.
- hear "same initial sounds" in two words,
- hear "same ending sounds" in two words,
- divide a word into phonemes, and
- name printed letters.

If the student makes it to the final part of the test, it also assesses the student's ability to read and understand simple phrases and sentences.

One note: The "divide-a-word-into-syllables" task is presented in the test as a tapping activity. If students in your school have been taught to do this by clapping for each syllable, you may change the script to say *clapping* instead of *tapping*.

Form A: Writing Checklist



- ◆ Based on classroom observation
- ◆ Should be filled out by a teacher familiar with student's work
- ◆ Student does not need to be present

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There is no Kindergarten Writing Test, only a Writing Checklist. This is found on the answer sheet and should be filled out by a teacher familiar with the student's classroom work. The student does not need to be present.

The teacher indicates whether a student has never demonstrated a particular ability, does this occasionally, does this most of the time, or has demonstrated mastery of this skill.

Sample observations of abilities are:

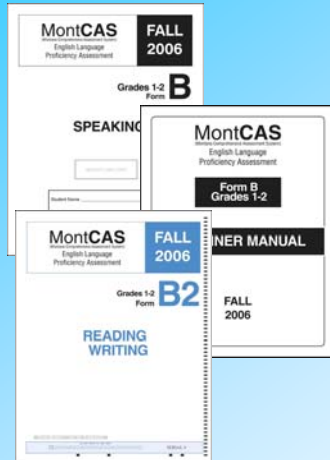
- Shows understanding that print carries meaning.
- Writes first name.
- Writes lowercase letters.
- Writes letters that correspond to English sounds.
- Writes many words with discernible phonetic approximations, such as C-R for *car*



C. Testing Grades 1-2

We will now move on to Testing Grades 1 and 2.

Grades 1-2 Test Materials



- ◆ Form: B
- ◆ Color coded: blue

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English Language
Proficiency Assessment

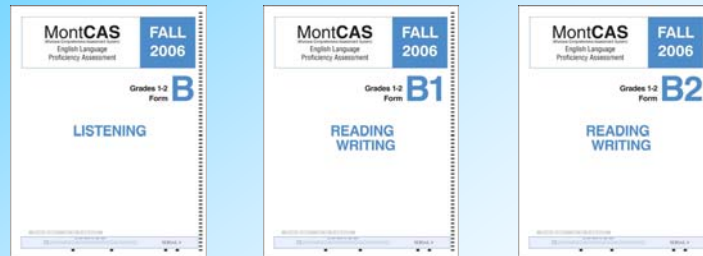
All test materials for grades 1 and 2 are identified as Form B. The machine-scannable test booklets are color coded blue.

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Grades 1-2 Test Materials

For each student you will need:

- ◆ 1 Listening Form B test booklet
- ◆ 1 Reading/Writing Form B1 or B2



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For each student you will need:

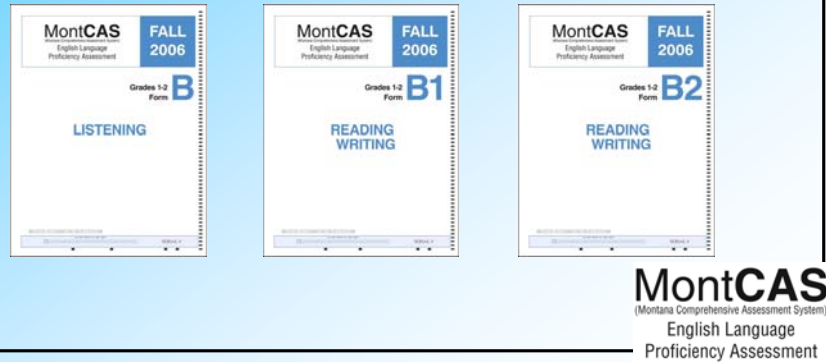
- a scannable Listening Form B
- a scannable Reading/Writing Form B1 for LEP students requiring Beginner Level, or
- a scannable Reading/Writing Form B2 for all other LEP students

There is no separate answer sheet for this grade-span since all responses are marked in the scannable test booklets.

The examiner will need 1 Form B Examiner Manual and 1 Form B Speaking Form which contains the Speaking prompts. The Speaking Form is reusable.

Grades 1-2 Test Administration

- ◆ 4 tests: L / S / R / W
- ◆ Speaking Test is individually administered
- ◆ Other 3 tests are group administered to small groups of 5-7 students

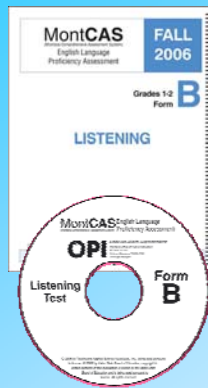


LEP students in grades 1 and 2 take all four tests: Listening, Speaking, Reading, and Writing.

The Speaking Test is individually administered. The oral responses to the Speaking Test are scored and marked by the teacher on the Speaking answer page in the back of the student's Listening Test booklet.

The Listening, Reading, and Writing tests are group administered to small groups of 5-7 students. The responses are marked or written by each student in the student's scannable test booklet.

Form B: Listening Test



- ◆ Group administered; takes about 30 minutes.
- ◆ Administered using Form B Listening CD
- ◆ Students mark their answers in their scannable test booklets
- ◆ Examiner pauses CD player while students respond

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The Listening Test for grades 1-2 is group administered to small groups of 5-7 students. It takes about 30 minutes to administer, using the Form B Listening CD.

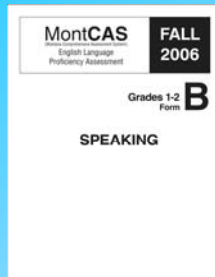
The examiner pauses the CD at the tone, to give students time to mark their answers. The questions are all multiple-choice. Students mark their answers in their scannable test booklets.

The examiner should monitor students carefully during the test to make sure they are on the right page and are marking their answers correctly by filling in the bubbles.

The Form B Listening Test assesses skills such as the ability to:

- understand simple classroom directions
- recognize rhyme
- answer questions about a story, and
- answer questions about a content-area lesson.

Form B: Speaking Test



- ◆ Individually administered, using script in Form B Examiner Manual
- ◆ Time per student: 15 minutes
- ◆ Speaking Test booklet is in front of student; contains prompts only
- ◆ Examiner marks scores on Speaking answer page in back of Listening Test booklet

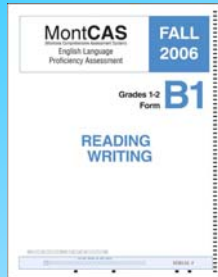
The Form B Speaking Test is individually administered, and takes about 15 minutes per student. The Examiner reads the script in the Form B Examiner Manual, while the student views the prompts in the Speaking Test booklet.

The examiner scores the student's oral responses and marks the scores on the Speaking answer page in the back of the Listening Test booklet.

The Grade 1-2 Speaking Test assesses skills such as the student's ability to:

- answer a simple question about a story,
- name common objects,
- tell what someone in a picture is doing, and
- relate a personal event.

Form B1: Reading & Writing Tests



- ◆ Group administered:
 - Reading takes about 15 minutes.
 - Writing takes about 15 minutes.
- ◆ This form is for LEP Beginner Level students only
- ◆ All answers are marked or written in the student's scannable test booklet
- ◆ Examiner reads questions but not response options or passages

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The B1 test booklet contains both the Reading and Writing tests for first and 2nd-graders at the Beginner Level only.

These tests are group administered to small groups of 5-7 students. The Reading and Writing Tests take about 15 minutes each.

All answers are marked or written in the student's scannable test booklet.

The examiner reads each question to the group, but does not read the response options or the passages.

The B1 Reading Test assesses skills such as the student's ability to:

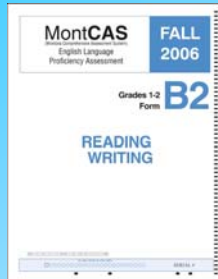
- distinguish between letters and non-letters
- read high-frequency words
- read simple directions
- read simple 4-word sentences.

The B1 Writing Test assesses skills such as the student's ability to:

- write a letter given the letter name
- write a letter given the letter sound
- write common words
- write a complete sentence.

The examiner does NOT score the written responses.

Form B2: Reading & Writing Tests



- ◆ Group administered:
 - Reading & Writing together take about 40 minutes.
- ◆ This form is for all LEP 1st & 2nd graders except Beginner Level LEP students
- ◆ All answers are marked or written in the student's scannable test booklet
- ◆ Examiner reads the questions but not response options or passages

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The B2 test booklet contains the Reading and Writing tests for all LEP first and 2nd-graders except those at the Beginner Level.

The Reading and Writing tests take about 20 minutes each.

All answers are marked or written in the student's scannable test booklet.

The examiner reads each question to the group, but does not read the response options or the passages.

The B2 Reading Test assesses skills such as the student's ability to:

- Read individual words
- Match a simple sentence to a picture
- Read very simple "stories" and answer questions

The B2 Writing Test assesses skills such as the student's ability to:

- circle a word that needs a capital letter
- end a sentence with the correct punctuation
- write a simple dictated word
- write a word to finish a sentence
- write a complete sentence
- write a one-paragraph narrative, and
- write a 4-sentence summary of a passage.



D. Testing Grades 3-12

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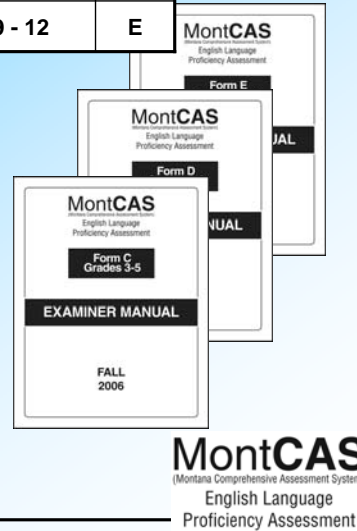
Administration procedures for grades 3-12 can be lumped together because, although the test forms are different, the procedures are the same and the materials are similar.

Grades 3-12 Test Materials

Grade Span	Form
3 - 5	C
6 - 8	D
9 - 12	E

Each grade-span level has its own:

- ◆ Examiner Manual
- ◆ Listening CD
- ◆ Listening/Speaking test booklet
- ◆ R/W 1 test booklet (for LEP Beginners)
- ◆ R/W 2 test booklet
- ◆ Scannable answer booklet



Form C is for grade-span 3-5.

Form D is for grade span 6-8.

Form E is for grade span 9-12.

Each grade-span level has its own:

- Examiner Manual
- Listening CD
- Listening/Speaking test booklet
- Reading/Writing Level 1 test booklet
- Reading/Writing Level 2 test booklet
- scannable answer document

For example, to test students in grades 3-5, an examiner will need: a Form C Examiner Manual, a Form C Listening CD, Form C Listening/Speaking test booklets, Form C2 Reading/Writing test booklets (and Form C1 if there are any pre-registered LEP Beginner Level students in the school), and Form C answer documents.

Grades 3-12 Test Administration

- ◆ 4 tests: L/S/R/W
- ◆ Speaking Test is individually administered
- ◆ Other 3 tests are group administered
- ◆ All responses are marked or written in the student answer booklet

This is a student answer booklet for the MontCAS Reading & Writing Level 1 test. It features a green header and a large grid of boxes for writing answers. The OPI (Oral Proficiency Interview) section is at the bottom.This is a student answer booklet for the MontCAS Speaking Level 2 test. It features an orange header and a large grid of boxes for writing answers. The OPI section is at the bottom.This is a student answer booklet for the MontCAS Listening Level 2 test. It features a purple header and a large grid of boxes for writing answers. The OPI section is at the bottom.

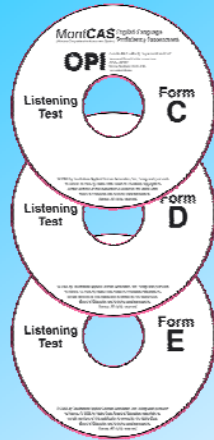
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LEP students in grades 3 and up take all four tests: Listening, Speaking, Reading, and Writing.

The Speaking Test is individually administered, the others are group administered.

All responses are marked or written in the student answer booklet. There is one answer booklet per student, and it contains space to respond to all parts of the test. Students taking the Level 2 Reading & Writing tests will leave the pages for the Level 1 Reading & Writing tests blank, and vice-versa.

Forms C, D, & E: Listening Test



- ◆ Group administered; takes about 45 mins.
- ◆ Administered using Form C, D, or E Listening CD
- ◆ Examiner pauses CD while students respond
- ◆ Students mark their answers in their scannable answer booklets

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 Proficiency Assessment

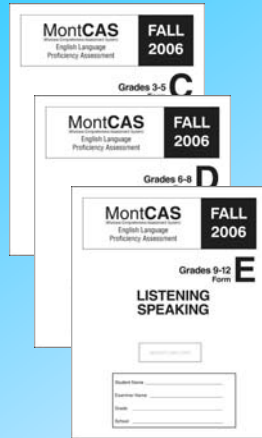
The Listening Test for the upper three grade-span levels is group administered, and takes about 45 minutes.

The examiner pauses the CD at the tone, to give students time to mark their answers. The questions are all multiple-choice.

The Listening Tests for the upper grades assess skills such as the ability to:

- recognize words that begin or end with the same sound,
- understand multiple-step directions,
- listen to a story and answer multiple-choice questions about it, and
- listen to a content-area lesson and answer multiple-choice questions about it.

Forms C, D, & E: Speaking Test



- ◆ Individually administered, using script in the appropriate Examiner Manual
- ◆ Time per student: about 15 minutes.
- ◆ Listening/Speaking Test booklet is in front of student; contains prompts only
- ◆ Examiner marks scores on the Speaking page in student's scannable answer booklet

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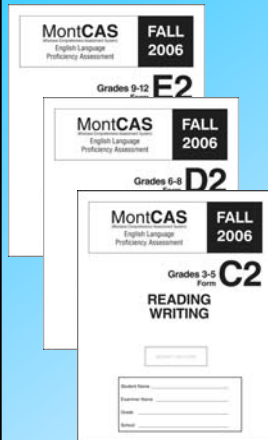
The Speaking Test for the upper grades is individually administered, and takes about 15 minutes per student. The Examiner reads the script in the C, D, or E Examiner Manual, while the student views the prompts in the Speaking section of the Listening/Speaking Test booklet.

The examiner scores the student's oral responses and marks the scores on the Speaking answer page in the student's scannable answer document.

The Speaking Tests for these grades assess skills such as the student's ability to:

- respond to simple questions
- tell what someone in a picture is doing
- listen to content-area passages and retell specific details, and
- relate a personal event.

Forms C2, D2, & E2: Reading & Writing Tests



- ◆ Group administered:
 - Reading & Writing together take about 60 minutes
- ◆ This level 2 form is for all LEP students except those at Beginner Level
- ◆ All answers are marked or written in the student's scannable answer booklet
- ◆ Examiner reads initial questions then students do the rest of the test on their own

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The C2, D2 and E2 test booklets contain the Reading and Writing tests for all LEP students, except LEP Beginner Level, in grades 3-5, 6-8, and 9-12 respectively.

These two tests together take about an hour.

All answers are marked or written in the student's scannable answer booklet. The examiner reads the initial questions, then the students do the rest of the test on their own.

The Reading Test assesses the student's ability to read and answer questions about brief stories, multi-step directions, and content-area lessons.

The Writing Test assesses knowledge of standard capitalization, punctuation, and verb forms, as well as the ability to write for social and academic purposes.



If you have questions...

About OPI assessment policy & who should be tested	Lynn Hinch, OPI Phone: (406) 444-3482 Email: lhinch@mt.gov
About OPI assessment policy & additional test materials	Judy Snow, State Assessment Director Phone: (406) 444-3656 Email: jsnow@mt.gov
About test administration	MontCAS ELP Coordinator Phone: (888) 854-9596 Email: montcas-elp@tasa.com
About packing & shipping	MontCAS ELP Coordinator Phone: (888) 854-9596 Email: montcas-elp@tasa.com

MontCAS
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English Language
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Remember: you are not alone!

If you have questions, there are people and resources to help you through the assessment process.

Judy Snow and Lynn Hinch are available to answer questions about assessment policies--for example, if you are not sure whether or not a certain student should be tested.

Questions about test administration and returning materials to TASA can be addressed to the MontCAS ELP Coordinator at montcas-elp@tasa.com. The Coordinator will make every effort to get back to you within 1 or 2 business days.

Good Luck with your Testing!

When the test administration is over, we want your feedback about both the test itself and the process. There will be a downloadable form for feedback from both examiners and test coordinators.

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Proficiency Assessment

Good luck with your testing!

When the test administration is over, we want your feedback about both the test itself and the process. There will be a downloadable form for feedback from both examiners and test coordinators. Thank you.